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ABSTRACT

This paper reports on a staff development program which provides systematic, ongoing development opportunities for all certified and classified Meridian (Idaho) school district staff. School district funds are the primary revenue source, and the program was developed and implemented with minimal funding. Local colleges and a university participate by providing instructors for coursework, training sessions, and facilitation. In 1990-91, the program served 811 instructional staff members, 493 support staff, 42 administrators, and 121 staff members in other categories. Of the 1,500 staff members, 98 percent received direct services. The staff development includes: extensive inservice in the Meridian Instructional Model; training programs for support staff; inservice and curriculum training for new teachers; first aid training; administrative inservice; district-sponsored university coursework; district-wide staff development sessions; and building level inservice. There is also a mentor program for beginning teachers. The program is planned, implemented, and administered by a committee of full-time teachers and principals with a district coordinator. Individual committee members assume responsibility for various development activities. Ongoing evaluation and an annual assessment are conducted. Copies of the model components and evaluation forms are included. (SM)

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Meridian School District
Staff Development Program

Presentation to:
National Council of States
on Inservice Education

Houston, Texas
November, 1991

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Joint School District #2
Meridian, Idaho

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TEAMING FOR EXCELLENCE

JOINT SCHOOL DISTRICT NO. 2
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Joint School District #2, Meridian, Idaho, is a county-wide district that resulted from the consolidation of a number of rural school districts in Idaho. It covers the majority of Ada County (with two small geographic areas within the county having their own school districts), and a small portion of Canyon County. The district is both rural and suburban.

The district, which 12 years ago was considered to be a farm district, has been transformed into a rapidly growing suburban school district, and is now the second largest district in Idaho. Fall 1991 enrollment showed an increase of 3.8% in total students of 1990 year-end enrollment. The district now has 15,400 students.

As a result of sustained growth, the district has added 6 elementary schools, 1 middle school, and 1 high school since 1978. In October of 1990, the patrons passed an 11.9 million dollar bond issue for new schools and additions to existing ones. This money, coupled with plant facility funds and with insurance proceeds from a middle school fire, has enabled the district to undertake a 22 million dollar building program which will be completed in the Spring of 1992.

Total school district funding is approximately $1900.00 per students (ADA), and staff development funding is less than 1% of the district's total budget.

The staff development program of Joint School District #2, Meridian, Idaho, has been designed to provide systematic, on-going professional growth opportunities for all members of the Meridian School District Staff. The program is comprehensive in nature, and includes staff development offerings for both certified and classified staff members.

School district funds are the primary source of revenue for the program, and since the district is among the lowest funded districts in the State of Idaho, the program has been developed and implemented with minimal funding. Local colleges and the university also participate in the staff development program in a providing instructors for course work and training sessions and as facilitators for various staff development activities.

The Meridian District Staff Development Program began as a result of training offered to local districts by the State Dept. of Education in 1981. The district became excited about the possibilities of a district-wide program and the team of four that had received training in research about staff development became the organizing entity in the district. They began by organizing building "teams" comprise of the principal and one teacher who helped to identify staff members who could provide inservice training for others. During the first year of the program, no budget was available, and staff development activities consisted of teachers sharing their knowledge, expertise and ideas with one another.

From this starting point the organizing committee expanded into the District Staff Development Committee charged with the responsibility to plan and implement a district program. Still with limited funding, the committee was successful in designing a program that made maximum use of all resources available. The committee concept has been utilized for the past ten years as the program has expanded into one that is comprehensive in nature and is designed to provide inservice to all district employees.

In 1990-91, the Meridian School District Staff Development Program served 811 instructional staff members, 42 administrators, 493 support staff and 121 staff members in other categories. 98% of the 1500 staff members received direct service from the district's program.

The staff development program in Meridian is comprehensive in nature, and includes the following elements: extensive inservice in the Meridian Instructional Model (MIM); training programs for elementary library technicians, special education teaching assistants, transportation personnel, food service employees, computer assistants, playground supervisors, and school secretaries; inservice and curriculum training for new teachers; first aid training; administrative inservice; district-sponsored university course work; district-wide staff development sessions; and, building level inservice. In addition, the district utilizes state monies to fund a Mentor Program for beginning

teachers, and Eisenhower grant monies to provide additional training opportunities in math and science.

The Meridian Staff Development Program is unique in its governance and staffing in that the program is planned, implemented and administered by a committee comprised of full time teachers and principals who assume responsibility for the staff development program in addition to their regular assignments. The committee is headed by a district coordinator who is a full time elementary school principal. Committee members receive a modest honorarium for their staff development service.

In practical terms, individual members of the committee assume responsibility for various staff development activities and work with the coordinator in implementation of them. The entire committee meets quarterly, and the committee is charged with the responsibility to plan, implement and evaluate the entire program. Administration of the annual budget (now approximately $93,000) and of program itself are the responsibility of the Staff Development Coordinator.

An on-going assessment/evaluation program has been established and participants are asked to complete a standard evaluation/assessment document at the conclusion of each staff development program offering. In addition, an annual assessment is conducted via individual building assessments. Results from all components are used for planning purposes.

The Meridian School District's staff development program has been very successful in providing opportunities for growth and development on the part of all district employees. Specific programs have been targeted to individual groups, as noted above, and staff members seem to be eager to participate in the various programs that are offered, and the program is impacting the various district programs in a very positive manner. With the adoption of a goal-based supervision/evaluation program for all staff members, the staff development program is playing an even more important role in offering diverse opportunities for individual staff members to attain their own growth goals.

For more information contact:
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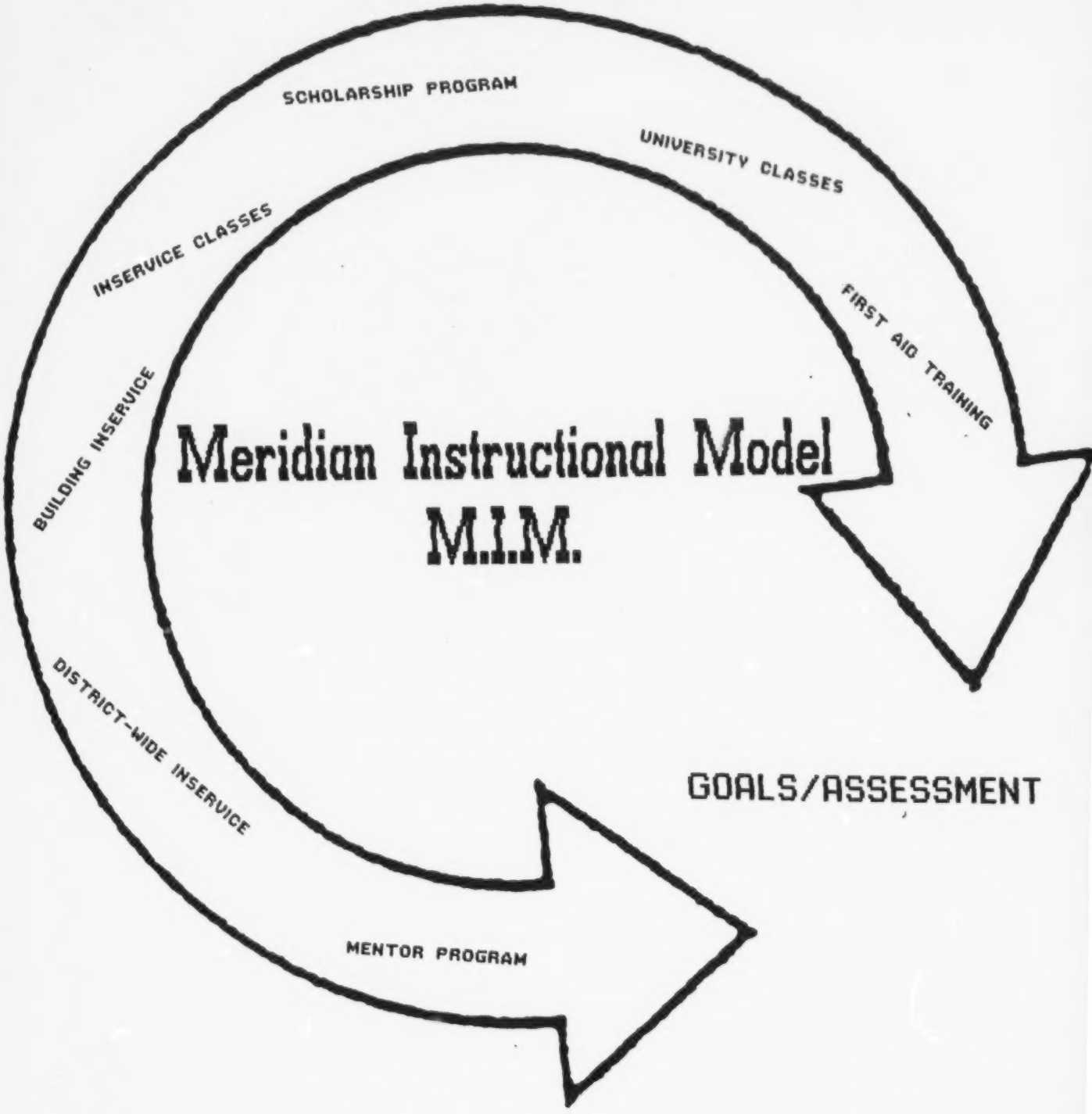
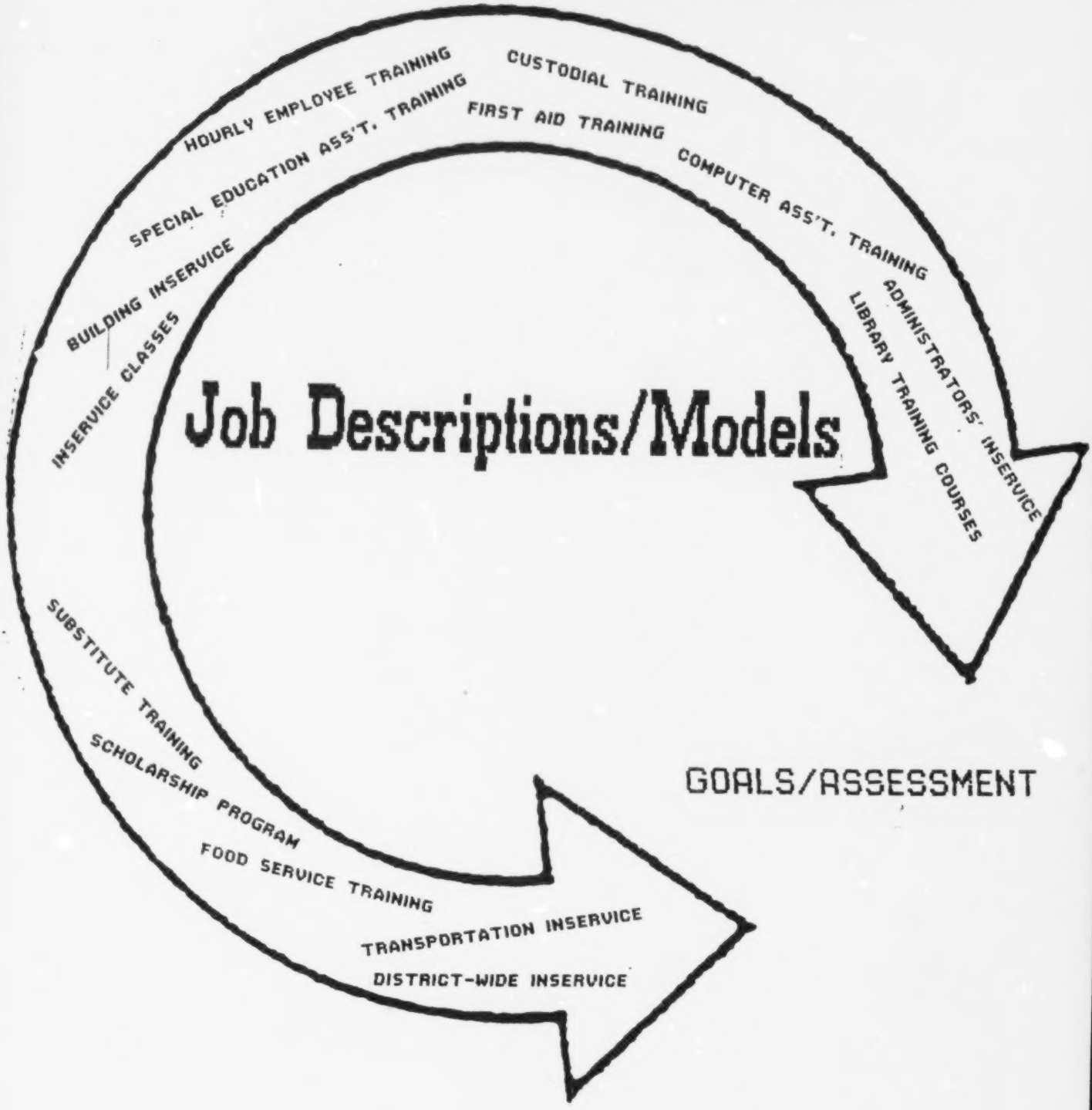
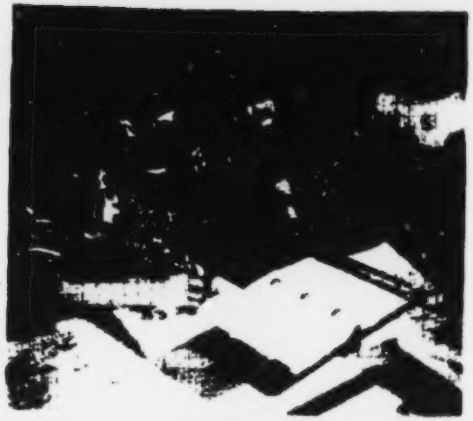
District Staff Development Coordinator
% Joplin Elementary School
12081 W. De Meyer St.
Boise, ID 87304

INSTRUCTIONAL IMPROVEMENT



PERFORMANCE IMPROVEMENT





Deliberate, decisive, and goal-centered action by the teacher promotes student learning. The four major components in the instructional process are. . .

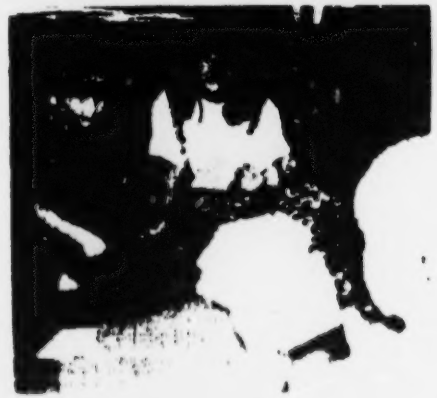
I. LEARNING ENVIRONMENT

A. THE TEACHER RESPONDS APPROPRIATELY TO STUDENT NEEDS BY:

- promoting high expectations while respecting student differences;
- fostering a sense of belonging and a feeling of security;
- recognizing variation in skill level and experience;
- acknowledging effort and success.

B. THE TEACHER MAINTAINS A SECURE AND ORDERLY PHYSICAL ENVIRONMENT BY:

- designing classroom arrangements that facilitate learning;
- developing and implementing procedures to encourage and promote acceptable student behaviors.



II. PLANNING AND ORGANIZATION

THE TEACHER DELIBERATELY PLANS FOR LEARNING BY:

- selecting objectives consistent with students' developmental levels and district curriculum;
- choosing instructional activities and resources which are consistent with objectives;
- designing varied learning opportunities to accommodate students' individual needs and learning styles;
- making provision to maximize learning time;
- providing for instructional integration of various content areas;
- determining evaluation procedures to measure attainment of objectives.

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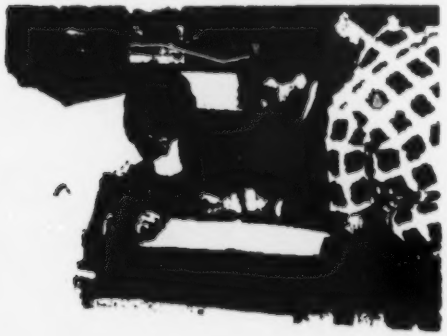
III. LESSON PRESENTATION

THE TEACHER PRESENTS EFFECTIVE LESSONS BY:

- focusing attention and stimulating interest in the lesson;
- stating clear academic objectives and expectations when appropriate;
- modeling and demonstrating;
- utilizing effective questioning techniques to enhance higher level thinking;
- providing positive, equitable, specific, and timely feedback to student responses;
- giving clear and concise explanations;
- promoting individual success and growth through encouragement and support;
- providing opportunities for varied practice;
- monitoring student progress and adjusting instruction accordingly;
- facilitating active student involvement in the learning process;
- providing lesson closure when appropriate.



IV. EVALUATION

A. THE TEACHER FREQUENTLY COLLECTS DATA TO EVALUATE STUDENT PERFORMANCE BY:

- using systematic informal assessments including, but not limited to, observations, questioning strategies, student input, checklists, anecdotal notes, etc.;
- utilizing valid and reliable formal assessments including, but not limited to, curriculum based and norm referenced tests, performance tests, diagnostic tests, portfolio development, etc.

B. THE TEACHER ANALYZES DATA AND MAKES DECISIONS ABOUT INSTRUCTION BY:

- measuring attainment of instructional objectives;
- identifying strengths and weaknesses of instruction, content, and student performance.

C. THE TEACHER TAKES ACTION BY:

- determining appropriateness of long and short term goals;
- revising instructional methods, materials, and content;
- reporting progress formally and informally in a timely manner;
- developing future instruction based on assessments

This model was developed by the Meridian School District with assistance by Boise State University, College of Education.

For further information write to:

MERIDIAN SCHOOL DISTRICT
911 MERIDIAN ST.
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(208) 888-6701

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Meridian Instructional Model

The Meridian Instructional Model (MIM) incorporates the many elements of effective instruction and is designed to foster high expectations while allowing the flexibility required to meet student needs. While individual lessons may not contain each element in the model, they should be considered an important part of the instructional process which maximizes student success. The Meridian Instructional Model has been adopted as the standard for instruction in the Meridian School District.

MERIDIAN SCHOOL DISTRICT
CLASSIFIED PERSONNEL EVALUATION FORM

NAME _____ DATE _____

LOCATION _____ POSITION _____

QUALITY OF WORK
(ACCURACY, TIMELINESS, ORGANIZATION)

PERFORMANCE OF DUTIES
(WILLINGNESS TO LEARN, INITIATIVE, ACCEPTANCE OF CRITICISM, JOB DESCRIPTION, TIME MANAGEMENT, AND PUNCTUALITY)

RELATIONSHIPS WITH PUBLIC, CO-WORKERS, AND STUDENTS

ANNUAL PERFORMANCE GOALS ASSESSMENT

SUGGESTED GOALS FOR NEXT YEAR

OVERALL EVALUATION
(SUMMARY: STRENGTHS AND WEAKNESSES)

	YES	NO
RENEWAL	☐	☐
IMPROVEMENT PLAN	☐	☐
PROBATION	☐	☐

EMPLOYEE SIGNATURE _____ DATE _____

SUPERVISOR SIGNATURE _____ DATE _____

THE ABOVE SIGNATURE DOES NOT MEAN THAT YOU AGREE WITH THE EVALUATION. IT SIGNIFIES THAT YOU HAVE SEEN THIS DOCUMENT AND HAVE RECEIVED A COPY OF IT. IF YOU WISH TO ADDRESS ANY OF THE ABOVE ITEMS, YOU MAY DO SO IN SPACE BELOW AND ON AN ADDITIONAL PAGE IF NEEDED.

EMPLOYEE COMMENTS REGARDING EVALUATION (OPTIONAL)

JOINT SCHOOL DISTRICT NO. 2
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SUPERVISION AND EVALUATION OF TEACHERS

CLASSIFICATION

FIRST, SECOND and THIRD YEAR TEACHERS (non-continuing)	Formal evaluation once each semester. Written evaluations due in the District Office Dec. 1 and April 5.
CONTINUING CONTRACT TEACHERS (FOUR OR MORE YEARS IN DISTRICT)	Formal evaluation once each year unless teacher is on an Expanded Growth Plan. Written evaluation to District Office by May 5. Written evaluation to District Office by March 1 if on probation.

Each formal evaluation shall be based upon a supervisory process which includes a minimum of 2 informal and 1 formal classroom observations defined as follows:

informal: no pre/post conference; written feedback to the teacher

formal: pre/post conference; observation covers entire lesson sequence (for date/time of observation)

• • • • • • • •

At any time that a teacher's performance is found to be unsatisfactory by the supervising principal, the principal will notify the teacher in writing. Assistance will be provided through the use of an Expanded Growth Plan, an Intensified Growth Cycle, or Probation.

Staff members may be placed on Expanded Growth Plans at any time during the course of the year.

A Intensified Growth Team is only necessary if a teacher is in need of intense assistance and/or has been placed on the Intensified Growth Cycle or Probation.

SUPERVISION AND EVALUATION OF TEACHERS - TIMELINE

	ACTIVITY	Required Completion Date
1.	Teachers complete Professional Growth Plan and conference with the principal.	September 30
2.	First written evaluation on each non-continuing contract teacher. Conference with teacher. Employer and employee sign the evaluation. Copies to employee, principal and appropriate Director.	December 1
3.	Following any evaluation, institute Expanded Growth Plan (at appropriate level) for any non-continuing contact employee not meeting desired standards.	
4.	Follow-up evaluation must be completed for any continuing contract employee on probation. Conference with employee concerning the evaluation. Recommendation: re-employ; dismiss or continuation of probation.	March 1
5.	Second written evaluation on each non-continuing contract teacher. Conference with the teacher. Employer and employee sign the evaluation. Copies to employee, principal and appropriate Director.	April 5
6.	See #3 above.	
7.	Evaluations on continuing contract employees shall be completed. A conference will be held between the evaluator and the employee to discuss the written evaluation. Written evaluation must be signed by the employee and the evaluator. Copies to: Employee, Principal, appropriate Director.	May 5
8.	Following any evaluation, institute an Expanded Growth Plan (at appropriate level) for any continuing contract employee not meeting desired standards.	

PROFESSIONAL GROWTH PLAN

NAME:_____ SCHOOL:_____

SCHOOL YEAR:_____ GRADE/SUBJECT:_____

GOAL	ACTIVITIES	ASSESSMENT/EVALUATION
District:		
Building		

RESOURCES: (What do I need to accomplish these activities? Who is responsible for obtaining resources? How will my evaluator help?)

TIMELINE: (When do I expect to complete my goals? When will future meetings with my evaluator take place?)

During this school year if you plan to participate on school or school district committees, engage in field-related studies or other professional activities, please describe below.

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

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PROFESSIONAL GROWTH PLAN SUMMARY

NAME:_____ SCHOOL:_____

SCHOOL YEAR:_____

SUMMARY AND COMMENTS: (To be completed and submitted to evaluator prior to the final written evaluation. Include an end-of-evaluation period assessment of your plan: whether your goals have been satisfactorily met, future plans, etc.)

During this school year if you have participated on school or school district committees, received honors, engaged in field-related studies or other professional activities, please describe below.

_____ _____

Teacher's Signature Date

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MID-YEAR EVALUATION REPORT

TEACHER:_____ BUILDING:_____

OBSERVATION PERIOD THAT
IS COVERED BY THIS REPORT:_____

I. LEARNING ENVIRONMENT -

II. PLANNING AND ORGANIZATION -

III. LESSON PRESENTATION -

IV. EVALUATION -

V. INTERPERSONAL RELATIONSHIPS -

VI. PROFESSIONAL GROWTH AND RESPONSIBILITIES -

COMMENDATIONS/RECOMMENDATIONS -

Evaluator's Signature _____ Date _____

I understand that: I will receive one copy of this report; one copy will be filed in the principal's office; and one copy will be filed in the District Personnel Office. Signing this report does not imply agreement, but it indicates that the information has been discussed.

Teacher's Signature _____ Date _____

TEACHER COMMENTS (optional):

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ANNUAL EVALUATION REPORT

TEACHER:_____ BUILDING:_____

OBSERVATION PERIOD THAT
IS COVERED BY THIS REPORT:_____

I. LEARNING ENVIRONMENT -

II. PLANNING AND ORGANIZATION -

III. LESSON PRESENTATION -

IV. EVALUATION -

V. INTERPERSONAL RELATIONSHIPS -

VI. PROFESSIONAL GROWTH AND RESPONSIBILITIES -

COMMENDATIONS/RECOMMENDATIONS -

GOALS ASSESSMENT -

If the present level of performance continues, I would recommend that this teacher be re-employed. ( ) Yes ( ) No

Evaluator's Signature Date

I understand that: I will receive one copy of this report; one copy will be filed in the principal's office; and one copy will be filed in the District Administration Office. Signing this report does not imply agreement, but it indicates that the information has been discussed.

Teacher's Signature Date

TEACHER COMMENTS (optional):

INDICATORS OF EFFECTIVE INSTRUCTION - MERIDIAN INSTRUCTIONAL MODEL

I. LEARNING ENVIRONMENT

A. The teacher responds appropriately to student needs by:

- promoting high expectations while respecting student differences;
- fostering a sense of belonging and a feeling of security;
- recognizing variation in skill level and experience;
- acknowledging effort and success.

B. The teacher maintains a secure and orderly environment by:

- designing classroom arrangements that facilitate learning;
- developing and implementing procedures to encourage and promote acceptable student behaviors.

II. PLANNING AND ORGANIZATION - The teacher deliberately plans for learning by:

- selecting objectives consistent with students' developmental levels and district curriculum;
- choosing instructional activities and resources which are consistent with objectives;
- designing varied learning opportunities to accommodate students' individual needs and learning styles;
- making provision to maximize learning time;
- providing for instructional integration of various content area;
- determining evaluation procedures to measure attainment of objectives.

III. LESSON PRESENTATION - The teacher presents effective lessons by:

- focusing attention and stimulating interest in the lesson;
- stating clear academic objectives and expectations when appropriate;
- modeling and demonstrating;
- utilizing effective questioning techniques to enhance higher level thinking;
- providing positive, equitable, specific, and timely feedback to student responses;
- giving clear and concise explanations;
- providing individual success and growth through encouragement and support;
- providing opportunities for varied practice;
- monitoring student progress and adjusting instruction accordingly;
- facilitating active student involvement in the learning process;
- providing lesson closure when appropriate.

IV. EVALUATION

A. The teacher frequently collects data to evaluate student performance by

- using systematic informal assessments including, but not limited t observations, questioning strategies, student input, checklists, anecdotal notes, etc.;
- utilizing valid and reliable formal assessments including, but not limited to, curriculum based and norm referenced tests, performance tests, diagnostic tests, portfolio development, etc.

B. The teacher analyzes data and makes decisions about instruction by:

- measuring attainment of instructional objectives;
- identifying strengths and weaknesses of instruction, content, and student performance.

C. The teacher takes action by:

- determining appropriateness of long and short term goals;
- revising instructional methods, materials, and content;
- reporting progress formally and informally in a timely manner;
- developing future instruction based on assessments.

RELATED AREAS

V. INTERPERSONAL RELATIONSHIPS - The teacher demonstrat appropriate interpersonal relationships by:

- interacting and communicating effectively with students, parents and colleagues;
- contributing to the improvement of the school and district by presenting suggestions/criticisms in a positive manner;
- providing a positive role model for students;
- maintaining confidentiality.

VI. PROFESSIONAL GROWTH AND RESPONSIBILITIES - The teach demonstrates growth and responsibility by:

- staying current in methodology of content taught;
- setting appropriate goals for growth;
- demonstrating progress in completing professional growth requirements;
- planning for and engaging in professional development;
- performing assigned duties;
- complying with school and district policies;
- demonstrating punctuality;
- completing reports, etc. in a timely manner.

The following area(s) require intensive development:

Date placed on EXPANDED GROWTH PLAN_____

Level of Plan:

I. Performance Improvement Plan_____

II. Intensified Growth Cycle_____

III. Probation_____

_____ _____

Evaluator's Signature Teacher's Signature

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EXPANDED GROWTH PLANS

Any areas of deficiency require a written growth plan

I. Building Level -- PERFORMANCE IMPROVEMENT PLAN

Specific areas of deficiency -- Specific written plan worked out between teacher and building principal

II. District Level -- INTENSIFIED GROWTH CYCLE

Written communication with district -- Assistance in forming supervisory team which includes building principal, district office person, another principal

III. Probationary Cycle --PROBATION

Determined by the Board of Trustees upon recommendation of the supervising administrator

Recommendation for probation includes: terms, conditions, assistance to be given, and length of probationary period.

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CRITICAL ATTRIBUTES OF A PERFORMANCE IMPROVEMENT PLAN
(Building Level)

- Initiated by the PRINCIPAL
- The intent is IMPROVEMENT
- Involves the TEACHER and the PRINCIPAL
- Listed on summative evaluation
- Lists specific objectives for Improvement
- Based on any of the six areas noted as Indicators of Effective Instruction and Related Areas
- Lists specific activities and resources
- The PRINCIPAL monitors progress and recommends any further action
- Not necessarily a pre-requisite to an INTENSIVE GROWTH CYCLE

APPEAL: Teacher may request evaluation by another building principal before placement on Performance Improvement Plan.

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JOINT SCHOOL DISTRICT #2 -- PERFORMANCE IMPROVEMENT PLAN
(Building Level)

Step 1: The principal determines a teacher is in need of an Improvement Plan.

2: The principal informs the teacher an Improvement Plan will be developed.

3: The principal and the teacher determine improvement objectives.

4: Copies of the Improvement Plan go to the principal and the teacher.

5: After a pre-determined amount of time, progress will be reviewed. At this time, a decision will be made by the principal to:

A. Discontinue Improvement Plan
B. Extend Improvement Plan
C. Recommend Intensified Growth Cycle

APPEAL PROCESS: Following step 2, the teacher may request that another building administrator complete a formal evaluation. This evaluation shall then be considered along with building principal's evaluation to determine further course of action.

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CRITICAL ATTRIBUTES OF AN INTENSIFIED GROWTH CYCLE
(District Level)

- Initiated by the PRINCIPAL
- The intent is IMPROVEMENT
- Team formation request is made to the APPROPRIATE DIRECTOR
- Required notation on summative evaluation forms
- Lists specific objectives for Improvement
- Based on any of the six areas noted as Indicators of Effective Instruction and Related Areas
- Included in Personnel Files
- Team is made of three or more members, including building principal, central office administrator, another principal (minimum).
- Team assignment made by the DIRECTOR (The teacher may provide input in the formation of the team; however, the final determination of team members shall be made by the director.)
- Functions for a specific period of time
- Team monitors progress and makes recommendation for further action
- Scheduled observations and conferences are conducted
- Not necessarily a pre-requisite for probation

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JOINT SCHOOL DISTRICT #2 -- INTENSIFIED GROWTH CYCLE
(District Level)

Step 1: The principal determines a teacher is in need of intense supervision and resource assistance.

2: The principal informs the teacher that an INTENSIFIED GROWTH TEAM will be requested. The principal also shares with the teacher the improvement objectives.

3: The principal writes a letter to the appropriate Director requesting formation of an Intensive Growth Team. This letter outlines the improvement objectives. A copy of this letter is sent to the teacher.

4: The Director names team members (including the building principal), establishes initial conference date and informs the teacher and team members of the conference. A copy of this correspondence will also be sent to the District Personnel Office.

5: The Director holds an initial conference with the teacher and team members to review improvement objectives. The following will be established:

A. Review improvement objectives
B. Appoint chairman
C. Determine length of assistance
D. Establish regular observation schedule
E. Establish conference dates

6: At the culmination of the Intensive Growth Cycle, a decision will be made to:

A. Discontinue all resource assistance
B. Develop an Performance Improvement Plan (building level)
C. Continue resource assistance
D. Recommend probation

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JOINT SCHOOL DISTRICT #2 -- PROBATION CYCLE

Step 1: In writing, the principal recommends probationary status for the teacher to the superintendent.

Step 2: The superintendent recommends teacher probation to the Board of Trustees.

Step 3: The Board of Trustees takes action on the recommendation.

Step 4: Following the Board's decision for probation, a probation plan will be developed. This plan will contain the following: terms, conditions and length of probationary period and the plan for assistance. The probation plan shall be written by the appropriate director and monitored by the building principal.